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ABSTRACT

This tutor training guide and handbook are designed to help organize training workshops for the new tutor of English as a Second Language (ESL), and to assist the tutor in understanding this student population and in organizing materials and activities for teaching. Materials for tutors include a discussion of the student population and its particular needs, getting started, classroom techniques, setting goals and objectives, and planning and conducting a lesson. A variety of classroom activities are described, and a list is appended that includes questions to ask students. These questions are designed to help tutors become acquainted with their students' cultures. The following information is provided for trainers: background on linguistics and language teaching theory; an outline for a tutor training workshop; a list of basic structures in English; resource word lists for games; questions to ask tutors about materials used in instruction; and exercises using common idioms. The workshop outline includes suggestions for conversation management within the training session, a listening sensitization exercise, suggested tutoring techniques, an activity using a videotape concerning language teaching through the use of television programs and classroom games and guidelines for selecting teaching materials, teaching idioms, and lesson planning. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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English as a Second Language

Tutor Training Workshop Guide

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The Tutor Training Workshop Guide

1989
State College, PA

INTRODUCTION

When you open your mouth to speak, you take for granted that English words come almost automatically. When you use your own language to express thoughts, feelings and emotions, the words come by themselves. The complexity of speech, however, might not be apparent until you try to communicate with someone who does not speak your language well, or at all. Just a few words exchanged with the English language learner can show the difficulties the learner faces. There are few other experiences that reveal the complexity of language in the way that learning a second language does. The discussion in the following few pages is meant to serve as a general introduction to tutoring English as a Second Language and intercultural communication in general. If you have already had an experience with a second language, then keep that experience in mind as you begin tutoring.

YOU AND YOUR STUDENT

Who are you?

If you have lived in a place where you could not communicate easily in the local language, you already know something about the special challenge that your student faces. You have already felt the joy that comes with understanding as well as the fatigue and frustration of struggling to understand another language. You might also know the feeling of isolation that comes when you fail to understand or be understood. Keep in mind that your student is experiencing life in this same exciting, often stressful manner. Recall what was most and least helpful for you under those circumstances and keep that in mind when you plan what to do. If you have never lived outside of North America, or if you have had very limited contact with people outside of your racial, ethnic or social group, you are about to launch on a voyage of discovery. As you meet and become acquainted with your student you might soon recognize ways in which your lifestyles differ, but there will be similarities as well. It is important that you understand and accept the differences in culture and values between you and your student. Although you may feel very strongly about your own background

and values, it is important to realize that your student feels as strongly about his or her own culture as you do about yours.

What are your reasons for volunteering to teach ESL? Sometimes the motivation to help others fosters dependency rather than independence. Your primary goal as a tutor is to make your service unnecessary -- to instill in your student the language skills that make your tutoring superfluous. If at the same time you discover that your life has been enriched by exposure to someone from a different culture and that even your own understanding of English has grown, then you will have had a successful tutoring experience.

The list of personal qualities that typify a good tutor includes creativity, sensitivity, sense of humor, flexibility, enthusiasm and encouragement. But perhaps the most important of these is patience. Learning a second language as an adult is a long and arduous task.

Who is your student?

Your student might have come to America as an immigrant, as a refugee or as a scholar. Whether your student is male or female, she or he already speaks at least one language. But, she may not read or write that language. If she has had previous exposure to English, it might have been only as a spoken or only as a written language. It might have been a tool for personal communication, or perhaps only an object of grammatical analysis. The needs and abilities of your student will vary depending on her previous exposure. Whatever the case she brings some prior language learning experience to which you can link your teaching. The first challenge to you as a tutor will be to find the link between your student's English language exposure and your teaching strategy.

Teaching adults differs from teaching children and adolescents in several important ways. Adults commonly have clear ideas as to their own priorities and language learning needs. You will need to blend your perception of your student's needs with her perception in deciding what areas to work on. Furthermore, because of the internal conflicts that living outside of one's culture frequently create and the personal needs that go unmet as a result, adult students can be critical of the system in which we live. It is better to be receptive to such questioning or criticism, rather than being defensive or indifferent. It is important to remember that even

though your student might not be capable of expressing her thoughts and feelings in English, she is an adult with a rich life experience, although it is probably different from yours.

Differences in cultural patterns will vary according to the individual and cultural background. The most likely differences will be found in behaviors and attitudes toward punctuality, the observance of sex roles, messages conveyed by laughter or smiles, and the relative importance of cooperation and competition. So, for example, you may be inconvenienced by the fifteen minute delay in your student's arrival, but it is not intended as an affront to you. Your student might behave toward her spouse in a manner not consistent with American custom. She might laugh at what seems an inappropriate time, or she might seem to be laughing at you. Homework you assign might be completed with someone else's help. In your response to such matters try to keep an open mind. Educate the student in American ways, but do not expect a corresponding change in behavior.

GETTING STARTED

There is no single recipe for teaching English as a Second Language. Your method will be determined by your student's needs, learning goals and prior learning and your respective personal styles. You will have to decide, in conjunction with your student, how you will help him learn English. If your student is already able to carry on a simple conversation in English, you have the advantage of being able to decide jointly. If your student is not able to express these things, then the decision lies to a greater degree with the you, the tutor.

The focus of language learning in the early stages is different from the advanced stages. In the early stage there is inevitably a great degree of emphasis on the grammatical forms of the English language. This is sometimes called the stage of "skill getting." Your student is primarily concerned with "taking in" the vocabulary, the sounds and the grammar of the language. As tutor, your responsibility is to serve as a source in "skill getting" and as a model for your student's practice in producing language forms. Give your student lots of time to imitate what you say.

As your student's language proficiency increases, less attention will be drawn to language forms, and more attention will be paid to comprehension and expression of a message. This stage

is sometimes called "skill-using," as opposed to "skill getting." Your role as tutor will be to initiate and respond to genuine communication with your student.

If this is your first experience as an English language tutor you will want to prepare yourself well for your first meeting. In preparation for your first meeting gather several items. Among them include information about your student: name, address, phone number and country of origin, a notebook, a tablet, pens and pencils of various colors. Include family pictures, maps and snapshots of familiar places. By introducing such items into your tutoring you provide an external focus for yourselves and you enrich your shared experience.

Before your first meeting learn as much about your student as you can. The local library can supply you with information about the food, the language and social customs, the geography and climate, commerce and industry and whatever else interests you. This knowledge can help you ask good questions and your student, sensing your sincere interest, will be motivated to tell you more. In the Appendix you will find a detailed list of cultural items that you can use as a guide in learning about your student and telling your student about yourself.

When you meet your student, be alert to the possibility that you are responding to the dual anxiety of 'communicating' and 'teaching' by talking louder and longer. It is a common response, when you feel you are not being understood, to say more, when saying less would better serve the situation. Every moment you are in contact with your student you need to ask yourself, "Does he understand me?" If you are uncertain, then he probably does not. An important value of the special teaching techniques, like **TVESL, Do As I Say** or **The Colored Rod Technique** is that your student must demonstrate understanding at each step of the way. Try to include such requirements for demonstrating understanding in all phases of your tutoring.

As noted earlier, a person's first encounter with second language use can be frustrating. The potential exists for great confusion, so it's wise to be simple and concrete in your communication. You can do this without insulting the intelligence of, or appearing to condescend to your student. A smile and good humor can smooth over the most bewildering communication breakdown.

Initially a high tolerance for ambiguity and uncertainty will be a valuable asset. It is likely that what you and your student say and do will communicate much to each other that you do not intend and only partly communicate what you do intend. While you and your student are getting acquainted try to accept that there will be a lot of uncertainty in your interaction for both of you. During this stage it is more important that the interaction between you and your student be pleasant and comfortable rather than a purely task oriented experience.

As a native speaker you have deeply set habits which control the patterns of your speech. One of these is the length of time you will wait in silence for a comment or a response to a question. If you let your expectations for a native speaker control your speech behavior while tutoring you are going to thwart your student's attempts to speak up. Welcome the pauses and the silences in your conversations with your student and realize that they are providing him with time to get ready to continue.

Your direct observations of your student's use of English will be the best source of clues for what to teach. In your sessions with him, notice what grammatical structures he is able to use as well as what forms he has difficulty with. You can help yourself in doing this by tape recording a few minutes of each tutoring session. Then listen together to your conversation and pick out a few points of grammar, pronunciation and usage for improvement. Be careful not to discourage your student by picking out every problem. When replaying this tape first give your student a chance to listen without interruption or correction. He needs time to become comfortable with the sound of his English voice.

New tutors are often overly concerned about correcting their student's pronunciation of English words. Pronunciation problems can be ignored at first, unless the student cannot be understood. In this case model the sound and have the student attempt to imitate it, but never exceed ten repetitions. Tape recording and then playing back your pronunciation practices will allow your student to hear the differences between sounds. Keep in mind that pronunciation can be very frustrating to certain individuals who have difficulty producing the necessary sounds. It is natural for some people to take pride in their accents.

SETTING GOALS AND OBJECTIVES

What kinds of English language abilities should you help your student acquire? Initially the two of you will need to learn what to expect of each other and how to respond to each other in your tutoring sessions. By first teaching your student to ask questions you can make yourself more effective and your task easier. In each tutoring session there will be questions that need to be asked. You can anticipate some of those questions and enable your student to ask them when she needs to. You can reduce the frustration for your student by teaching her to ask questions such as:

Would you repeat that, please?
Please spell that word.
Write it down for me please.
Could you give me another example?
Please talk slowly.
I don't understand your question.
What do you want me to do?

With these questions at your student's command, the tutoring sessions should not be overwhelming. Americans take asking questions for granted. Do not assume the absence of questions indicates understanding by your student. Do not assume that your student's repeated affirmation means that she understands something. Ask her in a way that requires a response that demonstrates to you she understands.

English language survival skills are those necessary for everyday activities. First among them is personal identification. Your student needs to be able to identify herself and give an address in an emergency. Your student also needs to become familiar with the forms of address that Americans use with each other. These forms differ greatly from those in many languages having formal and informal equivalents of the English "you."

Numbers are another important part of survival skills. They are needed for telephones, prices, weights, measures and sizes, dates and times. Numbers are exact, yet we express numbers in many ways. 106 could be one hundred six or one-O-six. 1776 could be seventeen seventy six or one thousand and seventy six. $3.25 could be three twenty-five or three and a quarter or three dollars and twenty-five cents. Your student must be able to say the numbers, knowing which numbers are meant, and he must be able to recognize them when someone speaks them. Likewise, the units

used when numbering things will probably carry not only different names, but the unit itself will be different. The measuring system using pounds and feet is not widely used outside the United States.

The communication requirements for day to day survival are vast and varied. A few of them follow:

1) asking for and being able to follow directions to unfamiliar places,
2) finding out which store to look in for certain items and then where in the store to find them,
3) giving instructions to service providers such as a barber a mechanic, or a phone/television cable installer
4) describing ailments and getting medical treatment from a doctor or a dentist,
5) using banks, post offices, and libraries,
6) understanding food packaging and preparation instructions,
7) using the telephone and the appropriate language.

It should not be difficult to compose a short dialogue that you might have with a person in any one of these circumstances. The dialogue can include specialized vocabulary and a few idioms associated with the situation. Follow the steps for Dialogue Memorization in "Survey of Activities" of this handbook.

As you provide this basic, "survival" information to your student you can add interest to the content of your sessions by asking questions about the corresponding situations in your student's home country. Both you and your student possess knowledge that you can share with each other and thereby teach and learn at the same time. The interests and needs of your student as they are revealed in your personal conversations can provide direction in choosing content for your lessons. The most engaging content will be topics of interest to you both. The most successful tutor-student relationships are ones in which tutor and student are really enjoying their interactions and where the language being practiced focuses on topics of genuine interest of both.

When you, as the teacher, determine and direct all of the learning activities for your student, you are utilizing only half of your available resources. Invite or require your student to decide what you will do together during some of your sessions. You will

gain many ideas for further teaching activities by letting your student show you what interests her.

PLANNING AND CONDUCTING A LESSON

Having a lesson plan for each tutoring session will assure that you do not lose sight of the objectives of your instruction. Regardless of how specifically or how generally you define your objectives, it is important to keep them in focus by means of a written plan. Rarely will a tutoring session have no digressions or stray from the subject. Having a lesson plan prepared in advance enables you to resume a lesson at such times. Written lesson plans can be kept on file and can serve as a history of your instruction.

A lesson plan should indicate the following steps in sequencing a tutoring session:

1) A review of previous material establishes continuity from one session to the next and indicates whether previous material has been retained or forgotten by your student. Tutor can decide whether more practice is necessary.
2) The new material must be presented in a way that is easily and clearly understood.
3) There should be ample practice or manipulation of the new material through drills or other exercises.
4) There should be some free conversation to provide an opportunity to practice the skill learned.
5) Each lesson should end with a review of the material from the present lesson.
6) Build in "successes" by incorporating something that the student can master in each lesson. This will allow the student to feel a sense of accomplishment after every lesson.
7) Immediately following each tutoring session write down your own assessment of your session. Include what worked and what didn't work.

Use a lesson plan form like the one that follows to develop an outline of the session. Follow these steps

1) What are the objectives?
   Decide what you want the student to learn during instruction. Be specific. Consider the goals of the

student and the steps necessary to achieve them. An example of a specific objective is "To be able to make a doctor's appointment on the telephone." The steps necessary to accomplish the goal would include learning the vocabulary words necessary, practicing speaking on the telephone and rehearsing a probable dialogue.

2) What techniques will be used?

Decide which activity would be appropriate for helping the student master each objective. Include a variety of activities throughout the lesson.

3) What resources will be used?

Decide which resource would be suitable for working on each objective. Choose from prepared ESL teaching materials or use household objects, magazines, etc. Try to use material that is interesting to the student. Be creative.

Give homework assignments that involve using the skills learned during the session.

Plan additional activities in case the lesson progresses more quickly than anticipated. This will make you feel more comfortable particularly when starting out.

Date:

LESSON PLAN

Objectives: (What will the student be able to do?)	Techniques: (What will you do?)	Materials: (What resources will you use?)	Notes: (How did it go?)
Homework Assignment:			
Additional Activities:			

SURVEY OF ACTIVITIES

This section contains descriptions of some activities to use in your tutoring sessions.

Assembling a New Word Dictionary.

Encourage your student to learn new words systematically. Provide a blank composition book with at least 26 pages (for each letter of the alphabet) for your student to record new words. Label each page with a letter of the alphabet. Try to make at least one new entry each session.

Vocabulary for Family Relationships

Terms for family relationships vary in other cultures. Using a tree diagram and stick figures, give the names of family relationships. Your list should include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, cousin, nephew, niece, grandfather, grandmother, and any others. Find out which relationships, if any, are not distinguished in your student's language.

Tape Recorded Radio and TV Shows

Tape record a minute or two of dialogue from your student's favorite radio or tv program and then create a script by writing it out together. Memorize a few lines of it.

Practice with Possessive Pronouns

English possessive pronouns -- my, mine, you, yours, his, her, hers, its, our, ours, their, and theirs -- do not follow a regular pattern and differ from the patterns used in other languages. Using pictures from magazines, practice possessive pronouns by referring to items that clearly belong to people, such as clothing. Write out all the forms for your student to refer to, but gradually remove them from sight.

EX. Is her hat yellow?
Is the yellow hat hers?
Are her shoes white?
Are the white shoes hers?

Practice with the Verb *to be*

The verb **to be** presents special problems to many learners because there is no equivalent in their language and because it takes so many different forms -- am, are, is, was, were. Using pictures from magazines is one way to practice using **to be**. Ask your student questions -- using only **to be** and simple adjectives -- that can be answered from the pictures. Let the student see all the forms (I am, you are, etc.) in the beginning, but gradually remove them from sight.

EX. Is the man smiling?
Are the children playing?
(Practice the past tense by putting all the pictures away and asking the student to recall.)
Was the man smiling?
Were the children playing?

Dialogue memorization

Dialogue memorization is one way for the beginner to gain fluency and a way for the new student and tutor to get acquainted. Begin with basic biographical information and compose a short dialogue which illustrates how this information would be asked for and given in conversation. Read both parts of the dialogue and have student repeat. Ask student to read alone, then memorize. Tape record your best effort. Recite during next meeting. For other dialogue topics, draw on cultural information you have exchanged with your student using list of questions in the Appendix.

EX. Hello, what's your name?
My name is Carlos. What's yours?
Felix. Do you live around here?
I live in the Garden Apartments.

Practice Using Prepositions

Using prepositions -- at, by, in, on -- is critical to developing fluency. Many prepositions relate in several ways to concepts of time, space and the degree or extent of a thing.

EX. Meet me **at the library**. (space)
Meet me **at nine o'clock**. (time)
There is a fence **around the pool**. (space)
We walked **around the town**. (space)
It takes **around five hours**. (degree)

Make a list of preposition usages using newspaper and magazine writing as sources. Use pictures from magazines to illustrate prepositions for space relationships.

Matching Pairs / Concentration

Write the words from one of the sets below on pieces of paper. Say all of the words and ask your student to repeat them. Mix the papers up and place them facing down on a table. Take turns turning them over until a matching pair is found. Person who is able to match a pair "wins" the words. Make up your own sets with your student's help.

Set 1. eyes/see, nose/smell, ears/hear, mouth/eat, teeth/chew, feet/walk, hand/wave, eye/wink, finger/point

Set 2. see/she, as/has, sheep/ship, sleep/slip, thing/think, wing/wink, list/wrist, limb/rim, lace/race

Set 3. woman/women, man/men, person/people, mouse/mice, child/children, sheep/sheep, knife/knives

Set 4. be-/tween, an-/other, with-/out, him-/self, al-/most, how-/ever, develop-/ment, neighbor-/hood, friend-/ly

Sequential Order

Select a comic strip (Blondie, Beetle Bailey etc.) with an episode that has a clear sequence from start to finish. A strip

with not more than four frames works best. Before your student sees the strip, cut it into individual frames, then show the individual frames to your student. Ask your student to put them into the right sequence.

Do As I Say (variation)

Select an everyday activity that can be described in detail. Break it down into from five to seven separate operations or steps. Perform the activity, describing each step, while your student observes. Then, describe each step, but ask your student to perform the activity. Finally, have your student describe and perform the activity.

TV ESL (variation)

Television pictures can still be used for TV ESL even without a VCR. Select a television program of interest to both you and your student. Turn off the sound and watch a few minutes of it together. Describe in simple terms the actions being shown on the screen. Tape record your description. After recording a few minutes, turn off the tv and replay the tape. Act out the description you have given as you listen to the replay. Ask your student to do act it out as well. Ask the student to give the description.

Games

Playing card games and almost any board game provide an enjoyable context for authentic communication. Ask your student to teach you some games from his or her country.

Mental math

One way to practice language skills and numeracy at the same time is to ask your student to keep track of the sum of a string of numbers that you say or read aloud. Combine addition, subtraction, multiplication and division. Go slow at first. Be sure you have the right answer!

APPENDIX

Get acquainted with your student's culture by finding out about these things. Then share the same information about your culture with your student.

1. Food. How many meals are eaten each day? At what times of day? Amount of time taken ? What kinds of food are eaten at each meal? Who prepares home meals? When and why are meals eaten away from home? Favorite (American) foods?
2. Names. Some typical full names. [Use a phone book.] Nicknames. Order in which names are written. Titles used for addressing family members and leaders in the community. How do names and titles change in marriage or divorce?
3. Gestures. What gestures are used in formal greetings? What gestures are used in informal greetings? Demonstrate finger-counting patterns. Gestures of anger. Gestures used in sports.
4. Holidays. What are the main holidays? What do they commemorate? When do they occur? How are they celebrated?
5. Taboos. Subjects which should not be discussed, e.g. salary. Gestures that are insulting or obscene. Behavior which is not acceptable in public, e.g. adult or child nudity.
6. Family celebrations. Personal events that are celebrated, such as birthdays and other anniversaries.
7. Numbers. Lucky and unlucky numbers
8. Colors. Colors of happiness, mourning. Baby boy/girl.
9. Animals. Wild and domestic animals that live in the country. Animal pets. Animal myths, e.g. elephant's memory.
10. Personal hobbies, pasttimes and interests.
11. Popular folk tales and legends.

Notes

English as a Second Language

Tutor Handbook

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Mid-State Literacy Council

The Tutor Handbook

1989
State College, PA

Part I: Background and Theory

People communicate in many ways. We communicate nonverbally with our body movements. We also communicate by listening, speaking, reading, and writing. It has been estimated that an average person spends 70% of his waking time communicating. During that time 45% of the time is spent listening, 30% is spent speaking, 16% reading and 9% writing. These four activities, listening, speaking, reading, and writing are considered to be the four major language skill areas. The goal of English as a second language instruction is to help people gain communication skills in English in these four skill areas.

Language is an extremely complex system and it can be divided into numerous sub-systems. Linguists study language and how it works with the aid of the following set of sub-systems: 1) syntax (language structure), 2) semantics (social usage), 3) phonology (study of speech sounds), and 4) the lexicon (vocabulary). Knowing a language consists of having control over these four systems. If you know the sounds you can combine them to form words. These words, put together in proper order, make grammatical utterances or sentences. These utterances, used appropriately in a give situation, enable you to communicate effectively in a social situation.

During this century several trends in language teaching methodology have emerged. In the early Twentieth Century, foreign languages were widely taught through grammar and translation. In this approach the grammatical system of the language was analyzed and grammar rules were catalogued and taught. Students memorized these rules and long vocabulary lists as well. Practice consisted of translating written sentences from one language to the other. Thus the language taught was written and out of context and did not help the student speak or communicate in the second language.

In the 1950's and 60's the Audio-lingual approach to language teaching became very popular. It represented a change from the grammar translation method in that the emphasis was on listening and speaking and deemphasized the learning of grammar rules. Instead, learners repeated sentence pattern drills, which required them to correctly change words in sentences in the second language. Dialogues were also incorporated into this method in an effort to provide a meaningful context for the language being learned.

Both the grammar-translation and the audio-lingual methods are synthetic approaches to language teaching. They consist of breaking the whole language into small pieces and rebuilding it systematically into its original form in the mind of the learner. They follow what has been called the "brick building" model of language communication. In this view communication proceeds along a sequence beginning with the smallest units, the individual sounds, to the next larger units, words, to the next larger units, sentences, and so on. When a foreign language course focuses one at a time on the structures of a language, for example, the inflections of nouns and verbs or passive voice construction, then a synthetic approach is being used.

The analytic approaches to language teaching, on the other hand, present the language as a whole, from the top down, rather than from the bottom up, as is the case with synthetic approaches. The differences between the two approaches is illustrated in this example. We do not speak in sentences only in the present tense. Rather, we often use a variety of verb tenses, formulate questions and use negative constructions in the course of a single conversation. Thus, an analytic approach gives the language learner what he needs to communicate immediately, even on a limited basis. However, it should be emphasized that this does not mean that the language being taught is taught in a haphazard way. An adult language learner still needs linguistic generalizations in order to make sense of the systems of the language. The idea is to present chunks of simplified, but real, communicative language and practice generalizations drawn from these samples.

One analytic approach to language teaching is the situational approach, which presents language in its social context. For example, you might practice in one lesson the language necessary to visit the doctor, go to post office or the bank or call for emergency help. Another analytic approach is the functional approach which has wider application than a purely situational approach since it

attempts to cover all kinds of language functions. For example, making a request, asking permission, questioning, and disagreeing are all communicative functions. The person being taught a language following a functional approach learns the language needed for these different functions regardless of the particular situation.

The analysis of the functions of language is referred to as discourse analysis. Language involves more than the understanding and production of isolated sentences. A single sentence can seldom be fully analyzed without considering its context. We use language in stretches of discourse that provide information necessary to the understanding of a single word or sentence that occurs within. When we speak, our discourse is marked by exchanges with another person or several persons, in which a few sentences spoken by one participant are followed and built upon by sentences spoken by another. So, recent trends in linguistics have emphasized the importance of not only individual, sentence-level features of language, but the relations between sentences or utterances as well.

By analyzing actual conversations linguists have identified several devices that are necessary for a person to actually engage in conversation. Very early in life, children learn the first and essential rule of conversation: getting attention. If you wish to accomplish something by talking you must have the attention of your audience. The attention getting conventions within our language need to be carefully assimilated by the learner. Once the speaker has the hearer's attention, she must indicate what she intends to talk about, which is referred to as topic nomination. Likewise, our language includes a means by which a speaker indicates that a given topic is being proposed as topic of conversation. These too must be assimilated by the learner. If a listener wishes to add to or ask questions about the topic that has been brought up, then he can find a chance to express these if he knows how to use the conventions of turn-taking in English. For example, he can interrupt the speaker, or he can wait until the speaker asks for a comment, or he can take advantage of one of the many cues a speaker gives which offer a listener the chance to start talking. If the language learner is to be able to use the second language effectively, she must be able to control these, and many more, conventions.

As linguistic research has revealed more of the processes of language learning and use, it has been suggested that learning a second language in some respects involves the learning of a second culture, even the acquisition of a second identity. Culture is a deeply ingrained part of our being, and language, the means for

communication among members of a culture, is the most visible and available expression of that culture. So, a person's world view, self-identity, his systems of thinking, acting, feeling and communicating are disrupted by a change from one culture to another. Nearly every aspect of communication is effected. The term "culture shock" has been given to the response to this disruption. Culture shock is associated with feelings in the language learner of estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, and even physical illness. Second language learning must be seen, therefore, as not simply practice with the language, but also, indirectly, an emotional and psychological adjustment of significant proportions.

The affective domain of language learning and teaching refers to the role of the emotional side of life on language learning. Self-esteem, inhibition, extroversion, aggression and motivation are a few of the factors pertaining to the affective domain. As the attitudes towards each of these factors vary from culture to culture, their importance to the process of language teaching and learning is obvious. The gregarious, outgoing individual may be the model personality in one culture, but an embarrassment and social misfit in another. These conflicting perceptions come into play in the relationship between the language tutor and student.

Language educators have recently learned the importance of the realization that the ability to understand spoken language and the ability to produce spoken language are not mirror images of each other. The two processes are quite different and the relationship between them is not well understood. Usually receptive competence, the ability to understand a message, is greater than productive competence, the ability to produce a message. An individual can understand more than he can express. But while it is necessary to be able to understand before it is possible to speak, being able to understand will not by itself enable the learner to speak. These realizations are gradually finding there way into teaching methodology. Recently developed teaching techniques, such as Total Physical Response (TPR) or Do As I Say (discussed later) allow for a few weeks for building receptive competence without requiring oral responses.

Another realization that has influenced language teaching in recent years is the distinction between second language acquisition and second language learning. Acquisition is a process, and second language acquisition refers to the process through which all aspects of the new language are internalized without conscious linguistic

knowledge on the part of the learner. When a tutor and student do things with language, such as play games or discuss a story, without specific reference to rules of grammar, it is helping the student "acquire" the language. Learning, on the other hand, is conscious, and second language learning refers to the process by which a learner consciously learns about a second language and applies such learning to his performance in producing the language.

The study of language acquisition, and English as a Second Language in particular, has many dimensions. This brief survey has only scratched the surface of a few of the most important ones, drawing on a number of sources which the reader might want to consult for a more thorough discussion. They are:

1) *I Speak English. A Tutor's Guide to Teaching Conversational English* by Ruth Colvin. Literacy Volunteers of America. Syracuse, N.Y.
2) *Emergency English. A Handbook for Tutors of Non-English Speaking Students* by Martha Lane. Published by Kendall/Hunt. Dubuque, Iowa.
3) *Teaching English to Refugee Adults Adult Education Series #10.* Center for Applied Linguistics, Washington, D.C.
4) *English Skills Tutorial Package for Limited English Proficiency Students* by Elizabeth Rinnander and Maria-Lydia Spinelli. ERIC Document, ED288579.
5) *HELP: Handbook for English Language Paraprofessionals* by Marilyn Appelson. Curriculum Publications Clearinghouse, Western Illinois University, Macomb, Illinois. 61455
6) *Using Videotape in Teacher/Tutor Training Courses* by Kelleen Toohey and Moira Izatt. ERIC Document, ED 259561
7) *Principles of Language Learning and Language Teaching* by H. Douglas Brown. Published by Prentice-Hall, Inc. Englewood Cliffs, New Jersey.
8) *Guidelines to Teaching Remedial Reading* by Lilie Pope. Published by Book-Lab, North Berger, NJ 1975.

Part II: Outline for a Tutor Training Workshop

CONVERSATION MANAGEMENT

Begin the workshop by instructing the participants to form pairs. Tell them that they have 10 minutes to gather information about each other because they will be introducing each other to the rest of the group. This activity serves two purposes.

1. participants "get to know each other"
2. trainer has opportunity to note examples of conversation management

As participants are talking, move around the room listening to the conversations, noting examples of conversation management.

1. Who is talkative and who is reticent?
2. How does turn-taking take place?
3. Is there interrupting? When and how?
4. How are new topics introduced or how do they change the subject?

Call for an end to the talking and ask participants to introduce each other to the group. Following the introductions, explain that there were actually two purposes for the activity. Besides the obvious (getting to know each other), the trainer had a chance to notice how they managed their conversations.

Conversation management is an important part of language learning and teaching. It involves many aspects, but four are particularly relevant to tutoring.

1. Who is talkative; who is reticent?

   A talkative person may not provide the student enough opportunity to talk. The stress of a tutoring situation often causes tutors to become more talkative than they would be otherwise.

2. How does "turn-taking" occur?
   Students need to assimilate the rules of turn taking in conversation to know when "speaking up" is acceptable or expected. Examples are: 1) verbal signals [What do you think? How about you?] 2) pauses or their absence 3) raising voice
3. Is there interrupting?
   Students need to learn acceptable ways to interrupt to avoid doing it in a rude way. Examples are: 1) Excuse me. 2) Oh, I just thought of something 3) I almost forgot.
4. How are new topics introduced?
   Understanding how new topics are introduced in conversation is essential for foreign speakers to be able to follow any conversation, including the tutoring session.

Explain why each of the above is important with reference to the examples obtained from the conversations of the participants.

Ask participants to think of other examples from their conversations and how they might have managed the conversation differently if they had been talking to a limited-English proficiency speaker.

LISTENING IN

An audio tape recording of part of an actual tutoring session is played for the participants (length should not exceed five minutes). A transcript of the recording is provided. There are two purposes for this activity.

1. to sensitize participants to native/non-native conversation
2. to assess the student's English language skills

Sensitization:

In advance of listening to the tape, prepare the participants by asking them to consider the following questions and make notes on the transcript at points in the conversation that relate to:

a) How are new topics introduced?
b) Does the student get a turn to talk? How?
c) Do the student and tutor interrupt each other?
d) Does the tutor correct all or only some of the student's errors? How?

e) Does the tutor talk too much? Too fast? Too slow?
f) Does the tutor recognize and respond to the student's question and requests for clarification and repetition?
g) Does the tutor give the student enough time to respond to questions?
h) Does the tutor's praise sound genuine? Is it adequate?

There are no right or wrong answers to these questions. The trainer is interested in the reactions and opinions of the participants. Discuss each question as a group.

Determining Needs:

Appendix A contains a list of basic structures of English. Distribute a copy to each participant and explain that it is only a guide that may be used to help them identify problem areas of a student. It is not a list of things to be taught.

As a group, evaluate the student's performance on the tape on the basis of the list of basic structures. For example:

a) Does the student use pronouns correctly?
b) Does the student use the correct forms of "to be."
c) Does the student use prepositions appropriately?

TUTORING TECHNIQUES

On-the-Spot Drills

When a student makes an error during conversation, the tutor has the option of dealing with it immediately by using an "On the Spot Drill." The procedure is as follows:

1. restate the student's sentence, correcting the error
2. have student repeat it
3. ask student a question requiring an answer that contains the correction (reinforce)
4. listen to answer (check comprehension)

For example:

S: I came to America two years before.
T: You came to America two years ago? (restate correctly)

S: Yes, I came to America two years ago. (self correction)
T: Where were you three years ago? (reinforcement)
S: I was living in Turkey three years ago. (check understanding)

If the student does not understand, the process is repeated. Have the participants work in pairs to develop an on the spot drill for one of the student's errors as noted on the audio tape. Discuss as a group.

The following three techniques are demonstrated on the video tape: "English Through Action: 3 Innovative ESL Teaching Techniques."

"T.V. ESL"

Show the first section of the video which demonstrates T.V.ESL and then stop the tape for discussion and explanation of how to prepare a lesson.

Lesson Preparation:

a) With T.V. sound turned off and VCR recording, search for a program that shows some activity. "How to do it" programs such as cooking shows are well suited.
b) Identify a short segment of not more than three minutes that interests you.
c) Review it several times while you decide on the vocabulary and actions that you will describe in your lesson. (limit to ten new words)

Choose two video segments to show (without sound) to the group. They should be no longer than three minutes each. The first will be appropriate for this technique, containing a variety of actions and objects. The second will be inappropriate for this technique because it shows only talking heads. Ask the participants to discuss as a group which would be more appropriate and why.

Brainstorm some examples of television programs that are suitable.

Distribute copies of T.V guide to the group. Have the participants identify programs that could be suitable and report to the group.

Show the suitable video again (without sound) and ask participants to generate vocabulary words that could be taught. As a group, plan a lesson, describing what is viewed in simple terms. Limit new vocabulary to ten items.

"Do As I Say"

Show the second section of the video that demonstrates "Do As I Say."

Explain: This technique is based on the theory that the processes involved in learning a second language are similar to learning a first language. Young children have a period of years during which they hear and understand language before they start to speak. In "Do As I Say" this feature of first language learning is applied to second language learning. The student is not required to produce the spoken language until after her understanding is demonstrated through actions.

The technique involves three steps:

a) Tutor models actions and presents objects while describing them orally. Student observes only.
b) Tutor uses the words in the form of a command. If student carries out the command then comprehension has been demonstrated. The student is ready to begin to speak.
c) Tutor gives commands, student repeats the verbal command and carries out the instruction.

Appendix B contains a list of action words that are suitable for use with this technique. Distribute copies to the participants. Have the group brainstorm additional action words that they can demonstrate in person. Add them to Appendix B.

Provide a variety of common household objects for the participants to use in planning a sample lesson. Have the

group divide into pairs and choose five action words from the list. Role play a "Do As I Say" session.

"Do as I Say" has been adapted from Dr. James Asher's *Learning Another Language Through Actions*.

For more detailed information contact:

Sky Oaks Productions
P.O. Box 1102
Los Gatos, CA 95031

"The Colored Rod Technique"

Show the third segment of the video, the "Colored Rod Technique."

Explain: In contrast to "Do As I Say," there is no delay in the requirement for the student to produce the spoken language. The teacher demonstrates an action, describes it verbally, then asks the student to recreate the action and description.

Instead of everyday objects, colored rods (or strips of paper) are used in the demonstrations. This technique can be useful with students at all levels of proficiency.

Level:	Describe:
Beginner	physical characteristics or rods (e.g. color, number, comparisons)
Intermediate	relationships of time and space (e.g. together, apart, quickly, slowly)
Advanced	rods used symbolically for various objects (e.g. cars)

Because the rods can be used in a symbolic way, this technique provides versatility for demonstrating many different complex expressions in language.

Notice in the video that the student made mistakes that the tutor did not correct. This is an important part of the Colored Rod Technique. The tutor should not interrupt a

student to correct errors. Interruptions should be limited to times when:

a) student realizes that a mistake has been made and requests a correction
b) student is unable to continue speaking because she cannot think of a word.

Appendix C contains a list of expressions relating to time and space. Have the group brainstorm others and add them to the list.

Ask the participants to work in pairs to develop a lesson that incorporates one demonstration from one of the levels.

The colored rods, or Cuisinaire Rods, are used widely by Montessori schools and can be purchased through educational suppliers. Where colored rods are not available, colored strips of paper can be substituted.

The "Colored Rod Technique" has been adapted from Caleb Gattegno's *The Common Sense of Teaching Foreign Languages*.

For more detailed information contact:

Educational Solutions, Inc.
95 University Place
New York, NY 10003

The three techniques demonstrated on the video,

T.V.ESL,
Do As I Say,
The Colored Rod Technique

use visual demonstration to teach the use and meaning of words. Showing a person the use of a word can be easier and more effective as a teaching tool than explaining it.

ESL Teaching Materials

ESL tutors should have a chance to become familiar with the wide variety of materials available for teaching English as a Second Language. Generally, they focus on one, or a combination of the following areas:

1. Grammatical focus - emphasizes grammatical concepts and provides exercises to practice appropriate use. Example: the formation and use of the present continuous tense.
2. Situational Focus - stresses the appropriate language necessary for different social situations. Example: vocabulary necessary to open a bank account.
3. Functional Focus - organized around communication functions such as requesting and giving information, asking for clarifications, giving and responding to directions.
4. Combinations of 1,2 and 3 - typical of recently developed material.
5. Audio-lingual focus - stresses speaking and listening skills through dialogue memorization and a variety of repetition drills.
6. Vocabulary focus - presents individual words with pictures which serve to explain meanings.
7. Pronunciation focus - emphasizes practice of the sounds of English that frequently pose problems for non-native speakers. E.g. "L" and "R."

To acquaint tutors with the variety of ESL materials that are on the market, prepare questions which address the focus, the assumptions or recommended use of the ESL texts available from your literacy council. Information of this sort is commonly presented in the foreword, the introduction or the teacher's notes in each textbook. Write the questions on sheets of paper and insert in each textbook, including the page number in the text where the answer can be found. Distribute an ESL textbook containing the question sheet to each tutor. Tutors work individually to find the answers and are given time and encouraged to peruse their textbook. Their answers and impressions of the textbook are given individually to the group. Questions for selected textbooks are provided in Appendix D.

Idioms

An idiom is an expression whose meaning cannot be determined from the meaning of the words it contains. Learning to understand and use idiomatic speech is an important part of language learning. The tutor must be able to recognize and explain the uses and meanings of idioms for his or her student.

Show a few of the English idioms in Appendix E to the workshop participants and ask for simple, literal paraphrases for them.

To expose the participants to the subtlety of idioms, show them a few of the word-for-word translations of foreign language idioms listed in Appendix F. Ask for guesses at their meaning, before sharing their meaning in the foreign language.

Supplementary Activity: Provide participants with magazine or newspaper articles containing several idioms. Have participants identify them and supply literal paraphrases.

Lesson Planning

Having a lesson plan for each tutoring session is a means of assuring that the tutor will not lose sight of the objectives of the instruction. Regardless of how specifically or generally objectives are defined it is important to keep them in focus by means of a written plan. It is a rare tutoring session that has no digressions or does not stray from the subject. Having a lesson plan prepared in advance enables the tutor to resume a lesson at such times.

A lesson plan should indicate the following steps in sequencing a tutoring session:

1) A review of previous material establishes continuity from one session to the next and indicates whether previous material has been retained or forgotten. Tutor can decided whether more practice is necessary.
2) The new material must be presented in way that is easily and clearly understood.

3) There should be ample practice or manipulation of the new material through drills or other exercises.
4) There should be some unstructured use or application of the material in authentic communication.
5) Each lesson should end with a review of the material from the present lesson.

APPENDIX A

A List of Basic Structures

1. The verb "to be" (absent from many languages)
   - inflected forms: am, are, is, was, were, (will) be

2. Present continuous and simple present tenses
   - to be [verb] +ing Ex: He is eating in the cafeteria.
   - [verb] + s/es Ex: He eats in the cafeteria.

3. Verb auxiliary -- "DO"
   - "Do" as an auxiliary: in question formation, in negation
     Ex: They work at night. Do they work at night?
     Ex: They don't work at night. Don't they work at night?

4. Pronouns
   - subject, object, and possessive forms

I, me, my	We, us, our
You, you, your	You, you, your
He/him/his, She/her/hers	They, them, their

5. The article system: a, an, the
   - the use of the English article system is subtle and not easily explained
   - article selection depends on features of the discourse context such as cultural information and supra sentence level information
   - Avoid frustrating your student by overcorrecting "a, the"

6. Measure words, collective nouns and quantifiers
   - used to count, measure and collect nouns
     Ex. A carton of milk
     A slice of bread
     A pair of scissors
     A stalk of celery
     A flock of geese

7. Yes-No questions. Negative questions requiring a "yes" or "no" answer will be confusing to speakers of Non-Western languages.
   Ex. Hasn't it stopped raining?
   - "Yes, what you're asking is true. It has not stopped raining."
   - "No, it hasn't stopped raining."

8. Prepositions
   - A preposition expresses a relation between two entities
     Ex. The man WITH the red beard.
     The woman AT the door.

9. Logical connectors
   - Classified into four broad categories
   - Additive
     Ex. furthermore, in addition, besides, as well as..
   - Adversative
     Ex. however, but, whereas, rather, nevertheless
   - Causal
     Ex. since, so that, thus, provided, in that case
   - Sequential
     Ex. at first, next, then, finally, all in all

APPENDIX B

Do As I Say Word List

Use this word list as a resource when planning "Do As I Say" activities.

breathe (in/out)	hand	shake
button	hold	sit
catch	jump	smoke
count	open	sneeze
divide	pick up	stretch
drop	point	take off
face	pour	touch
get	pull	wave
give	push	whisper

APPENDIX C

Colored Rod Technique Word List

Use this word list as a resource when planning activities using the colored rods.

side by side	now	in a row/ pile/stack
on top of	later	back and forth
behind	after	around and around
in front of	before	up and down
face to face	at the same time	each other
back to back	while	first/second/ next
on its side	soon	final/last
on the left/right	until	then
between	yet	backward/ forward
closer	when	one at a time
farther	quickly/slowly	in a circle

APPENDIX D

Textbook Question and Answer

LET'S TALK by Finocchiaro

Question 1: Why does the author believe dialogue practice is suited to language learning? see pg. (x)

Question 2: How does the author suggest you select a dialogue for practice? see pg.(xi)

Question 3: What are the three types of dialogues in this book? see pg.(xii)

PRACTICAL CONVERSATION IN ENGLISH by Hall

Question 1: What steps are followed in the 'aural-oral' technique for language instruction? see pg. vii

ESL OPERATIONS by Nelson & Winters

Question 1: What is an operation? Why should we use them? When can we use them? How would we use them? see pg. (1,2,3)

Question 2: How does the author suggest you use operations? see pg. (3)

LOOK AGAIN PICTURES by Olsen

Question 1: What happens during a Total Physical Response (TPR) activity? see pg. (53)

Question 2: What do the teacher and student do during the activity? see pg. (53)

Question 3: How could you use the TPR technique with a beginner, an intermediate and an advanced student? see pg. (53)

pd's / PRONUNCIATION DRILLS by Trager & Henderson

Question 1: How do the authors want a teacher to use pd's? see pg. (viii)

Question 2: How much time would you spend on a single 'pd' exercise? see pg. (ix)

Question 3: What are the Pronunciation Problem Charts for? see pg. (xi)

Question 4: What are stress patterns and what are the five most frequent word stress pattern in English? see pg. (55)

Question 5: Can you illustrate some sentence stress patterns? see pg. (62)

SURVIVAL PRONUNCIATION by Hecht & Ryan

Question 1: What do the authors claim is missing from most current pronunciation materials? see pg. (i)

Question 2: What two elements are interwoven in this book? see pg. (i)

Question 3: What is the purpose of the 'Vowel Overview?' see pg. (ii)

OXFORD PICTURE DICTIONARY / WORKBOOK by Schimpff & Parnwell

Question 1: What is the main purpose of the Dictionary and Workbook? see pg. (ix)

Question 2: Does any sequence need to be followed through the lessons? see pg. (ix)

Question 3: How could you vary the way you do a give lesson? see pg. (ix)

ENGLISH SPOKEN HERE Cambridge Press

Question 1: Who is this program specifically designed for? (see page v)

Question 2: What are NOT some of the reasons your student wants language lessons? (see page v)

Question 3: What are the 10 suggestions made for effective use of ENGLISH SPOKEN HERE? (see pages v, vi)

Question 4: Give an example of Functional Objective and of a Grammatical Objective. (see page 1)

STORYSQUARES by Knowles & Sasaki

Question 1:	What is the "working assumption" made for this book? (see page 2)
Question 2:	What are THE basic communicative skills? (see page 2)
Question 3:	What is the "backbone" of English grammar? (see page 6)
Question 4:	What are the benefits of dictation? (see page 8)
Question 5:	What can be learned from your student's errors? (see page 9)
Question 6:	What is the greatest amount of time that should be spent on a lesson? (see page 13)

LIFELINES 1, 2, 3, 4 by Foley & Pomann

Question 1:	What are the four steps of the exercise called "Practice, practice, practice"? (see page iv)
Question 2:	What are the four steps of "Dictation"? (see page iv)
Question 3:	What are the four step of "Concentration"? (see page vi)
Question 4:	Will you want to make corrections in your students usage in "Putting It Together"? (see page vii)
Question 5:	What is your personal style? (see page ii)

PICTURE IT by Regents Publishing

Question 1:	Describe how a lesson is taught. (see "to the teacher")
Question 2:	What three kinds of information does the Table of Contents provide? (see Table of Contents)
Question 3:	In what sequence should you cover the book? (see Introduction)

APPENDIX E

Give a simple, literal equivalent for these English idioms.

You're pulling my leg.

As hot as all get out.

Whip up something to eat.

He's going downhill.

I came across that a lot.

I came by some money.

He has a lot of nerve.

They gave me a cold shoulder.

I finally hung up on him.

I'll get by.

I can't figure this out.

Just odds and ends.

He went to great lengths to say thanks.

You can try it out if you want.

There will be some tough roads ahead.

How do they get along?

It was the last thing in my mind.

These cookies are baked from scratch.

He is hard to pigeonhole.

He's always breaking new ground.

She is a woman ahead of her time.

The Corvair got a bad rap.

And so on and so forth.

Just out of curiosity, when did...

APPENDIX F

Take a guess at the meanings of these idioms translated from other languages.

Something that someone sucked out of his or her finger

in German

An invention.

To beat on the pelt

in German

To get to the bottom or truth of something

To eat a dog

in Russian

To become an expert in something

To be left with your nose

in Russian

To lose everything